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ABSTRACT

The focus on communicative competence in foreign language teaching has taken little account of the process by which students learn to communicate effectively. Affective and cognitive concerns must be considered in the implementation of behavioral objectives in addition to recognition and respect of the target culture's values and behaviors if constructive learning is to be fostered. In such an environment, the learner takes control of his own learning after an initial period of high-degree teacher initiative. Current research indicates that differences in language aptitude result in differences in the extent to which students can acquire second language skills dependent upon active instruction, whereas motivational differences influence the extent to which the student acquires skills to be used in communicational situations. This "integrative" motive to acquire a second language for purposes of interacting with the foreign language community requires a particular combination of attitudinal-motivational components to facilitate linguistic exchange, in which the focus is on linguistic production. (Author/DJD)

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ED301051

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Topic: Language Education (#4): second language (including methodology and objectives)

Proposal Title: Integrative Motivation and the Development of Linguistic Proficiency in Second Language Education: A Dual Learning Concept
(Theories, Methods, Techniques, Materials--Objectives and Implementation-- for Interfacing Cognitive and Affective Strategies of Language Learning)

ABSTRACT:

In recent years, the professed objective of foreign language education has shifted from the narrow concern of developing the linguistic competence of the learner to the larger concern of developing the language learner as a whole person who participates in a wide variety of social relationships with others. The idea of teaching for communicative competence (i.e., grammatical competence, sociolinguistic competence, discourse competence, and strategic competence) is central to this concern with developing the whole learner and stems, in part, from the failure of many of our short-lived programs to provide even good language learners with the skills they require to carry on a genuine conversation with a native speaker. However, much of the communicative competence movement has taken little account of the process by which children learn to communicate effectively. The focus of this paper is the development of pedagogical techniques to enhance communicative competence (paralinguistic as well as linguistic). In the case of second/foreign language acquisition, affective as well as cognitive concerns must be considered in the implementation of behavioral (linguistic) objectives in addition to the target culture's recognition and respect of its values, beliefs, and behaviors if constructive learning is to be fostered. Extensive field study supports this view. Further, in such a learning environment it is the learner who takes control of his own learning situation after an initial period of high-degree teacher initiative. The following learner-oriented activities, designed by the author and tested in numerous classroom settings, will be demonstarted on video-tape in short excerpts aspart of the presentation: (1) the multi-media presentation, (2) the affective-contextual language stimulus, (3) the visual literacy capsule. [each is demonstrated bilingually, English/Spanish for audience comprehension on the video-tapes]

Cognition, like other forms of biological adaptation, always exhibits two simultaneous and complementary aspects: assimilation and accomodation, i.e., the constant interaction or collaboration of the internal-cognitive with the external-environmental in the construction and deployment of knowledge (Jean Piaget's structuralist-organismic theory of cognitive functioning). Based on this premise, our research indicates that differences in language aptitude result in differences in the extent to which students can acquire second-language skills dependent upon active instruction, whereas motivational differences influence the extent to which the student acquires skills which can be used in communicational situations. Because the major characteristic of this configuration appears to describe an interest in acquiring a second/foreign language for purposes of integrating with the foreign language community, it is referred to as an "integrative" or "instrumental" motive. But the logic of my paper extends beyond this realm to focus on the classroom and the methodologies employed which will ultimately lead to the integrative motive at some future date. The fact that superior attainment in language is associated with intega tive motivation argues for a close relationship; after all the integrative attitude is defined as a general desire to communicate with speakers of the new language.

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But more pressing for most students than a general desire to be able to communicate at some future date is a specific desire to be able to communicate in some actual situation where what is being communicated is of vital concern to the persons involved. It is the exploration of such specific motivation and their concurrent classroom methodologies which may lead to substantial advances in applied linguistics and language learning behaviors in the college-level student.

The present research will support the theories of Abraham Maslow and Erik Erikson by proposing an action program to help students and educators in specific ways to develop self-actualization in second/foreign language acquisition, whereby the instructor actively and consciously encourages the student to learn the language by employing a particular pattern of attitudinal-motivational components (see previous page) to facilitate linguistic exchange in the target language. The combination of language methodologies employed is eclectic in nature, but the major focus is always on linguistic production in the target language in its most complete sense: what is said, how it is said, what behaviors are appropriate to the specific communicative act (i.e., touching, looking, level of voice, body orientation, etc.).

Topics:

Overview of diverse experimental methodologies to second/foreign language acquisition currently in the literature on applied linguistics (new forms, new emphases, new content in foreign language curriculum.

Reference to "communicative competence" as viewed in its linguistic sense, with its implications on both instructor demands and learner expectations.

Focus on the psycholinguistic effects of integrative motivation on learning styles as they relate to linguistic proficiency.

The role of the "videotext" as an affective learning strategy (with demonstration).

Specific behavioral objectives/approaches in language proficiency strategies which focus on the learner as active participant in second/foreign language learning.

Dr. Elena M. De Costa

8th World Congress of Applied Linguistics
University of Sydney, Australia
16-21 August 1987

LANGUAGE EDUCATION: SECOND LANGUAGE (Including Methodology & Objectives)

INTEGRATIVE MOTIVATION AND THE DEVELOPMENT OF LINGUISTIC PROFICIENCY IN SECOND LANGUAGE EDUCATION: A DUAL LEARNING CONCEPT

(Theories, Methods, Techniques, Materials-- Objectives and Implementation-- for Interfacing Cognitive and Affective Strategies of Language Learning)

The inseparable connection between language and the total social context that the notion of communicative competence implies has profoundly affected the objectives of second and foreign language teaching. It has also made the use of language in a wide range of social contexts the legitimate object of scientific study, and in this way it has extended the domains for the application of linguistics. Pedagogical trends of recent years indicate that the acquisition of foreign language skills demands a rich, varied and intensive contact with the target language-- an active role on the part of the learner. Since second language acquisition is the product of highly complex networks of relationships between linguistic items, it can be learned only if the language is experienced sufficiently for those networks to be built up in the learner, as is true in the case of the mother tongue. The situation in the classroom contrasts sharply with this "communicative needs" approach, since the emphasis in a learning environment is on linguistic performance (e.g., the learner's long-term goals) rather than the learner's immediate situation. Certainly, what is done in the classroom can have tremendous impact on learner performance and on learner views of the communication process; in other words, the classroom arena can provide students not only practice in using the language but also the skill of understanding how to use the language. Yet, oftentimes instruction responds only to the "how" question of the teaching/learning process: how the language is presented, practiced, performed-- the methods, the

materials, the measurement. Instruction represents, under realistic conditions, all manner of things done to implement a plan, to assist learners in achieving certain outcomes. In developing proficiency and integrative motivation toward communicative competence, two additional questions emerge of equal merit: the functional context of the communicative task and the attitudinal-motivational situation of the learner.

As with every learning experience, the foreign language learner will only learn what falls within his experience. If all his language production is controlled from outside, he will hardly be competent to control his own language production. He will not be able to transfer his knowledge from a language-learning situation to a language-using situation. There must therefore be provision for freer use of language by the learner, and it must occupy a fairly substantial proportion of the available learning time. Foreign language educators consistently need to provide throughout the language-learning process occasions wherein the learner expresses what he himself wants to express through the forms of language that are available to him at his particular stage of language development. Creative group interaction provides one such opportunity for bridging the gap between complete control and complete freedom in using the target language. The technique effectively combines the cognitive aspects of language learning with the affective aspects of the uniqueness of self. In addition, student-teacher, individual-group, and classroom-community relations are enhanced by a group project which allows for individual expression in the target language and, at the same time, peer cooperation and class pride in a socio-cultural and linguistic accomplishment.

Toward the end of personalizing foreign language instruction in a non-individualized University setting and encouraging individual imagination and creative thinking, the Creative Group Interaction Project requires that students participate in one or more of a variety of engaging activities: a multi-media, student-directed ensemble exploring a cultural or literary topic through a medium which best suits the students' particular talents; a symposium resulting from interviews of native informants on campus and in the community; an exploration of a concern of global significance the possible solutions to which are reduced to their most basic components both linguistically and ideologically, etc. The integration of the foreign language in such settings together with relevant course readings and discussions constitute a major focus of the project, which may be open to the campus community or the public at large if a bilingual component is added.

It is important to mention at this juncture that many students in our institutions of higher learning enrolled in lower-division language classes are satisfying a foreign language requirement or a humanities elective and have no further motivational factors influencing their language study. Thus, it is all the more essential that students become actively involved in the practical applications and cultural implications of the target language and the peoples which it represents so that interest will not wane and a positive experience will result. Further, Creative Group Interactive Projects seek natural language use outside the classroom in a social interaction situation, thus breaking up the traditional classroom student-teacher relationship by taking advantage of the student's personal interests and preoccupations. In each student-oriented instructional sequence the interrelationship between language and culture, language and ethnicity, and their attendant social and political implications are shown to be important components of the learning situation. Indeed, the claim that learning is enhanced in such social settings

is in no way unique. In addition to his widely accepted view that knowledge is socially transmitted, L.S. Vygotsky claims that cognitive processes are transmitted through social interaction. Joint participation in an activity permits cognitive processes to be displayed, shared, and practiced, so that the learner is able to modify his current mode of functioning.

It has often been pointed out that language patterns which come "naturally" to a speaker in his mother tongue may not be "normal" in another language. Indeed, cultures do differ in many ways that affect interpersonal behavior, as Edward Hall and other researchers have so aptly pointed out. It is not only in the area of paralinguistic behavior-- touching, looking, level of voice, body orientation during social interaction-- but also in respect to what can be said, how it is said, and what behaviors are appropriate that miscommunication occurs. When we think of persons as able to participate in social life as users of language, we actually need to consider their ability to integrate use of language with these other modalities of communication. Analysis of politeness implicates such aspects of deference and demeanor. Basic meanings such as affirmation and negation must be specified in terms of movements of the head, and of the hand, as concomitants or alternatives to words. In sum, what one knows and what one does in regard to language involves its place in the larger sphere of communicative knowledge and ability. While it is true that comprehensible input is sufficient for successful language acquisition to some extent, opportunities for the non-native speaker to achieve more target-like output within this larger metalinguistic framework are also necessary. Negotiated social interactions with other language learners as well as native informants can serve a dual purpose. Not only can group exchanges provide a vehicle for making input comprehensible

to second language learners, but such interaction can accomodate their production of comprehensible and more target-like output as well. Within this context, the instructor's role is not merely one of discharging questions for communicative target-language responses, but rather one of structuring for creativity, i.e., designing tasks that offer the learner independence and provide for target-language interaction with peers and campus/community native speakers. Consideration of another person's perspective (empathy) is essential for second language communicative competence. It would be a major contribution to language learning and cultural awareness if interest could be stimulated in the communication act itself, so that in their desire for successful communication learners become largely unaware of the linguistic forms that are being used. In bringing the conditions of language learning closer to the conditions of language acquisition in this way, we would be able to exploit a major form of motivation-- interest in the communicative act and the need and/or desire to interact using the target language. Hypothesis-formation tasks, for example, may be devised wherein students practice moving from the abstract to the concrete plane for organization of thought by imagining themselves in the actual situation and devising questions, recording thoughts and observations. In a similar vein, problem-solving tasks might be formulated based on a simple reading or bicultural contrast resulting in student group interactions to simulate the roles of individuals with varying responsibilities for solving the problem. Individuals in the group might then rotate roles and continue the problem-solving task from the perspective of a different character. Such linguistic activities need not be postponed for advanced levels of language learners alone.

Meaning may be negotiated by a variety of linguistic/grammatical means conducive with the proficiency level of language learners. A given structure can be combined with others in different constellations to fulfill various and more sophisticated functions with increased learning abilities. Grammatical and linguistic elements should thus be viewed as a necessary means to an end--namely, the accurate and precise transmission and reception of meaning regardless of simplicity levels.

In any group of learners there are differences of intelligence, of degree and type of previous educational experience, of degree and type of language-learning experience, of phonetic ability, of attitude, of social background and most recently even of age. Psychological, social, and language-internal idiosyncrasies added to these result in different potentials for language learning, different rates at which language learning will proceed, different expectations of the ultimate achievement, and different dispositions towards the process of learning itself. Such heterogeneity is the norm, not the exception, in the foreign language classroom. Teaching of languages must have a degree of flexibility regarding not only the learner's preferred cognitive style but also addressing the learner's communicative intentions and the type and degree of motivational factors which will bring him to achieve the maximum of his potential. The complexities of discourse, sociolinguistic and paralinguistic proficiencies, not to mention linguistic proficiency, added to this spectrum require us to abandon the concept of second language acquisition as a simple linear process. All too often pedagogy is overemphasized at the expense of the individual's need to be motivated by a variety of meaningful tasks which demand that he be involved.

Based on evidence from both experimental research and classroom experiences, we reiterate that language acquisition and motivation to enhance proficiency require that students attend to the input of real communication experiences, i.e., an interchange of ideas and information both within the classroom and, as much as possible, outside of the traditional learning environment. The context in which a language occurs seems to be just as crucial as the other known variables upon which success in language acquisition depends, namely, attitude, motivation, instructor, instructional mode and materials, or time permitted for learning. Indeed, the positive contextualization of language enhances both attitude and motivation and, in many instances, slightly increases the individual's learning pace. The following is a sampling of techniques which have proven to positively contextualize the target language and to provide affectively positive situations for learning by placing language within its cultural framework:

--individual student interviews/presentations with the instructor on a specified topic (cultural or simply of a globally dilalogic nature) developing into a spontaneous exchange.

--small-group interactions using a wide range of instructional materials and methodologies to suit the individual learning styles and personal interests of students.

--situations underscoring cross-cultural differences in values, customs, stereotypes of the target culture to be presented in group dialogue format and/or discussions.

--student programs produced and developed as a small-group or class project toward the end of using the target language in a creative, informative, and entertaining format.

--leisure activities shared in small groups, such as field trips in which the target language is used and/or some aspect of the target culture is experienced or explored.

--realistic problem-solving situations, wherein individual reactions are elicited for suggested resolutions to contemporary issues (i.e., political refugees seeking asylum in a foreign country and their problems of adjustment, bilingualism as a right or a privilege, etc.).

--hypothetical situations which are chosen on the basis of the one with which the student most closely identifies, wherein the language learner must extract himself linguisically (in the target language) from his dilemma .

If the goal of language instruction is that of performing authentic communicative tasks, not only must learners be provided opportunities to function in the language, but also classroom instruction must be examined for the extent to which (1) students are allowed to perceive the language as functional and (2) communication takes place within some relevant context. In addition, not only must the affective needs of individual learners be considered in second language acquisition settings, but personal worth must also be coupled with recognition of the target culture and respect of its values, beliefs and behaviors if constructive instrumental learning is to be fostered. Several guiding principles for the effective contextualization of the above-mentioned activities might include: (1) the situation should be relevant and immediately useful or at least of value at the termination of the activity if it is a more lengthy project; (2) the content should reflect the level of sophistication of the student and his knowledge of the world; (3) the language should at all times be natural; (4) the student should be encouraged to express personal insights; (5) there should be a variety of language samples through which the context is presented (dialogue, exposition, narration, description) to provide a diversity of language structures and styles as well as to allow for individual learner preferences; (6) the social dimension should be adhered to, with the status of each speaker determining his discourse type; (7) sociolinguistic proficiency should be coupled with linguistic proficiency in appropriate language usage to a particular situation.

When selecting learning activities for the foreign language classroom, we must keep in mind that a major goal is for the students to be able to interact freely with others: to understand what others wish to communicate and to be able to convey to others what they themselves wish to share whether as a reaction to a message or as an originalcontribution to an exchange. If students are to become uninhibited communicators in the foreign tongue, activities such as those previously outlined must be devised to prepare them to use the target language to express their own meanings, thus providing opportunities for autonomous interaction. Furhermore, input that is logically and choherently connected integrating body language, gestures, intonation and other aspects of paralanguage, as well as visuals, props, significant social exchanges growing out of the learner's personal interests and need to communicate effectively, leads to a binding of meaning to form. Words bind to meaning by being heard and used in relevant contexts. The vividness of the experience and the context in which a word, phrase, idiom, grammatical unit or any other speech fragment has been used will determine both the rapidity and strength of the binding process. Other factors which may affect the linguistic binding process, particularly in the context of Creative Group Interactions, include :

(1) Affective factors (the association of new words with the interests and idiosyncrasies of classmates, the unusualness of/ personal interest in a situation, personal motivation to pursue a particular topic due to personal relevancy, etc.);

(2) Cultural factors (cultural discussions or experiences to bind words via slides, movies, videos, games, parties, skits, readings, projects, interviews, investigations, etc.)

(3) Linguistic factors (cognates or other similarities with the native or other language, association of words with particular sounds, rhythm, songs focusing on both the lexicon and a specific grammatical element, etc.)

It is only when students are allowed to have a creative input in their program of instruction that the learning process becomes a more meaningful, more tangible, more unique experience in any discipline, but imperatively so in foreign language study. Indeed, working together as a class or small group on a specific, well-defined project or brief discussion presents a unique form of individualized instruction, since the creativity, expressions of individual talents or opinions, and basic group interaction process itself cannot be easily duplicated in the traditonal non-individualized classroom setting. In addition, the affective barriers to communication are often lowered by the reduced anxiety and enhanced motivation afforded by a small group setting which focuses on a personally meaningful situation or topic, opening the way to a variety of learning modes. Positive communicative transfer results from listening to more advanced learners in the group as does the development of an inner monitor to edit speech before production. In the formation of any group activity or long-term project, however, there must be recognition that members of a group are quite diverse in desires and values, that desires and values are often hidden in people and require extensive fleshing out, that integration is a synthetic process that must avoid the common pitfall or camouflaging or submerging some members' interests or values to those of others, and that effective group integration requires a group process model in which people work as colleagues with equal status, authority and importance. The ultimate goal is that members of the group become genuinely interested in each other's opinions, feelings, and interests, and feel comfortable expressing themselves on the topic or in the presentation. A sense of pride and achievement result both on the group and individual levels when opportunities for genuine communication, not merely teacher-imposed pseudocommunication, are created for language learners.

Teaching is a creative enterprise, but it involves creativity of a distinctive sort. Since we are used to imagining creativity in terms of the forming of materials, as in sculpture or painting, it is easy to miss the feature peculiar to teaching's creativity. Teaching is not a process of production or formation, in the sense of forming materials to one's purpose or plan. The purpose of teaching is not to produce results. The purpose of teaching is to create an occasion. It is only in the joint process of student-teacher relationships in which each is a participant that learning really occurs. But it is up to the teacher to create the occasion for this participation. And such a relationship of co-participation is especially necessary in the foreign language teaching-learning environment. At every level of instruction, an action program must be devised whereby the teacher actively and consciously encourges the student to learn the language by employing a particular pattern of attitudinal-motivational components to facilitate linguistic exchanges in the target language. Such creative components as we have discussed within the context of group interactions set the stage for learning more effectively than any particular methodology can, because they allow the language learner to take control of his own learning situation and develop as a whole person who participates in a wide variety of social interactions with others- peers, instructor, native informants, and various members of the campus and community. A sense of the individual's worth-- the value of what he thinks and feels-- also enhances his communication in the target language.

Teaching is not directed toward learning. To be able to learn, the student must be free to learn. Freedom is defined by openness, by the prospect of

alternative responses and the possibility of choice, of commitment. An effective foreign language curriculum will offer courses that teach a variety of goals in which the student is interested; it will use methods and techniques that will take into account the individual learner's characteristics. Thus, a variety of content together with diverse learning styles to accomodate the individual will allow for the development of divergent thinking and increased motivation. The acquisition of a new language involves more than just the acquisition of a new set of verbal habits. The lexicon, grammar and syntax, and sound system have a meaning over and above their textbook presentation. They are representations of another cultural group, and, as such, these verbal symbols must be integrated with the learner's orientation toward the foreign culture in meaningful and valued language tasks. Our role as educators is a self-effacing one: to devote ourselves to the preparation for such tasks, the cultivation of the skills, the creation of the moment, ultimately to step aside for the learner to take center stage and perform his own production.

THE AFFECTIVE FILTER AND INTEGRATIVE MOTIVATION

Acquisition of a second language is a somewhat delicate process that will not take place unless certain requirements are met. One of these is that students be exposed to high-quality, comprehensible input. The other is that they be able to interact with the target language in a low-anxiety environment. How a foreign-language educator achieves "lowering affective filters" is part of personal teaching style, and each instructor is different. The following are some general guidelines for creating an affectively positive environment in the classroom toward the end of motivating students to use the foreign language as an instrument for meaningful communication.

--Each student should feel that the instructor takes a personal interest in his progress. The instructor should accumulate as much personal data as possible on each student, making comments to link information in oral classroom activities with students' own interests and experiences. Specific talents unique to individual students should be utilized in group projects; interdisciplinary interests should be integrated with special assignments.

--All attempts to communicate should be encouraged. Direct error-correction should be limited to grammar exercises; such correction should not occur during any communicative task in which the focus is on meaning rather than structure. Our research indicates that correction is important for three kinds of errors: errors that impair communication, errors that stigmatize the learner, and errors that students produce frequently with respect to a particular pedagogical focus. Errors that stigmatize from the perspective of a native speaker include phonological mistakes and the misuse of a formal or familiar pronoun. Attempts at guessing and risk-taking in both comprehension and speech production should be praised. Creativity and success at communicating a message, despite its linguistic flaws, should be encouraged as more important than linguistic perfection.

--A positive attitude toward eventual success should be encouraged. The goal is to communicate with native speakers successfully, not to be able to understand and speak the target language as native speakers.

--Realistic, useful, and attainable goals should be set. Most students will not be able to develop perfect accents, nor will they be able to monitor extensively enough to correct all errors in their speech. On the other hand, all students can be proficient and successful communicators in the target language. Specific behavioral objectives should be clearly outlined from the outset for each level of instruction.

--The learning atmosphere should be an enjoyable one. Language acquisition need not be portrayed as a tedious chore. The instructor should present the personality that is uniquely his and should employ the pedagogical mode with which he is most comfortable.

--Second language learning should be a cultural as well as a linguistic experience. Many such cultural activities (such as personal experiences and travels, slides, movies, videos, realia, guest speakers, etc.) appeal to the students' desire to learn and provide diversity to classroom activities. Placing the language within its cultural context also enhances learning by providing integrative or instrumental motivation.

Handouts distributed at conference

De Costa

METHODS IN COLLEGE FOREIGN LANGUAGE INSTRUCTION

1. AUDIOLINGUAL METHOD.

This method originated in the Army Specialized Training Program during World War II. It emphasizes the development of speaking skills. Much attention is given to pronunciation and colloquial everyday language. Oral skills are practiced before reading or writing skills. Students do not say or write anything they have not said or written previously. Errors are corrected immediately. Translations are avoided and formal grammar plays a minor role in this method.

The premise for this method lies in the belief that language is a set of habits. These can be acquired through mimicry and memorization of dialogues and various mechanical pattern drills conducted at "normal" speed to overlearn the structural patterns of the target language. This enables students to make automatic responses to various verbal stimuli.

Major criticism of the audiolingual method is that it prepares students only for mechanical manipulation of linguistic elements and not for spontaneous communication and interaction.

2. COGNITIVE METHOD.

This method teaches language through formal grammatical explanations and analysis and through cognitive exercises (including translations), which necessitate comprehension at all times. The assumption behind this method is that language is a creative activity utilizing mental processes in a conscious, analytical manner.

3. DIRECT (OR NATURAL) METHOD.

This method makes exclusive use of the target language for instruction and interaction in the classroom. Other techniques include avoidance of mechanical pattern drills and translations, heavy use of question-answer exercises, and emphasis on inductive learning of grammatical patterns.

4. GRAMMAR-TRANSLATION METHOD.

This approach focuses on formal and extensive grammatical analysis of the target language and on translation. The main objectives are development of reading and writing skills. Foreign language learning is considered an intellectual discipline and the method is a means to "develop the mind." It is rooted in the teaching of classical languages.

5. CONFLUENT APPROACH.

This approach borrows from values clarification and sensitivity training movements in psychotherapy. It stresses the emotional development of students. The target language serves as the vehicle for self-awareness, self-expression, and self-affirmation. It uses special group interaction techniques to enhance development of interpersonal communication.

6. COMMUNITY LANGUAGE LEARNING.

The theoretical foundation of this movement lies in the recognition of the fundamental human need "to be understood and to be aided in the search to fulfill personal values and goals" in a community with others.

Students work in small groups seated in a circle with the teacher sitting outside the circle. The learning process consists of five phases that guide the students to the point where they and the teacher interact freely in the target language, offering corrections and stylistic improvements on what is being said.

7. PSYCHO-GENERATIVE METHOD.

This method teaches grammatical strucures inductively within certain frames of references. The approach is primarily oral; it stresses high frequency vocabulary and grammatical structures through situational questioning.

8. "SILENT WAY".

This method was developed by British matematician and psychologist Caleb Gattegno. Visual aids (e.g., colored rods) are very important in this method. Used in specific ways, these aids lead students to language production and to inductive insights into linguistic patterns of the target language.

The target language is used exclusively in class. Students take greater responsibility for their own learning. Their creativity in developing original utterances from minimal vocabulary and aid is stressed.

9. SUGGESTOLOGY (THE LOZANOV METHOD).

This method originated in Bulgaria under direction of physician and psychotherapist Georgi Lozanov. It aims to put students in a mentally relaxed state in order to make them more receptive to language learning.

It uses the target language exclusively during classroom review practice. New material is presented in context of practical and interesting dialogues with grammatical explanations and translations in the mother tongue. Through specific environmental settings (decorations, music, etc.) and readings by the instructor of new materials in various modes, memorization takes place via unconscious absorption of vocabulary.

10. TOTAL PHYSICAL RESPONSE METHOD.

This method was developed by psychologist James Asher. The premise of the response method is that listening comprehension should be developed before stressing active oral performance and that "the assimilation of information and skills can be significantly accelerated through use of the kinesthetic sensory system."

The method uses oral commands that are carried out by students, showing that the directions were understood. Understanding should be developed through movements of the student's body.

CREATIVE GROUP INTERACTIONS

Several sorts of activities promote acquisition and/or reinforcement of acquired skills in second-language learning by virtue of their focus on the content of communication rather than on its form. The following provides a sampling of such techniques.

1. CONTENT ACTIVITIES

   The target language may be used to explore some content area. The important point is that content activities, if they are interesting to the learners, qualify as an acquisition activity since they use language as a tool for learning something else, generally of a cultural nature. Focus is necessarily on the information being transmitted rather than the means (target language). Popular activities in this category include: slide presentations, movies, reports, show-and-tell sessions, panels, photographs, guest speakers, thematic explorations through a variety of media in the form of a collage experience (i.e., song, dance, drama, poetry, etc.).

2. HUMANISTIC-AFFECTIVE ACTIVITIES.

   These include activities which appeal to the student on a personal level. Affective-humanistic activities explore the students' values, ideas, opinions, goals, and feelings as well as their experiences. They qualify as an acquisition activity because the focus is on the message being conveyed rather than the form of the language used to convey the message. Such activities can be incorporated in the group project which allows for individual differences.

3. INFORMATION AND PROBLEM-SOLVING ACTIVITIES.

   The student must determine a solution or an answer to a specific question or problem. Cultural contrasts between the native and target cultures which prepare the student to function in the country in which the language is spoken fit particularly well under this category. A public forum presentation would be an example of such an activity.

In the structured interaction afforded by CREATIVE GROUP INTERACTIONS the following attendant language functions seem to be reinforced:

THE COGNITIVE FUNCTION.

Personalized instruction assisting the student in expressing his ideas in the target language.

THE AFFECTIVE/IMAGINATIVE FUNCTION.

Specific talent/discipline brought to the activity/personal interpretations.

REPRESENTATIONAL OR INFORMATIVE FUNCTION.

The foreign language used to convey a message about the real world or to address concerns of a contemporary nature.

EMPATHETIC FUNCTION.

Taking the perspective of another culture in a situation alien to the individual experience.